

SKRIPSI



**THE IMPLEMENTATION OF REWARDS AND PUNISHMENTS
IN MOTIVATING STUDENTS IN ENGLISH LEARNING**

**By
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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2018**



**THE IMPLEMENTATION OF REWARDS AND PUNISHMENTS
IN MOTIVATING STUDENTS IN ENGLISH LEARNING**

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**Presented to Muria Kudus University
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in the Department of English Education**

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201332120**

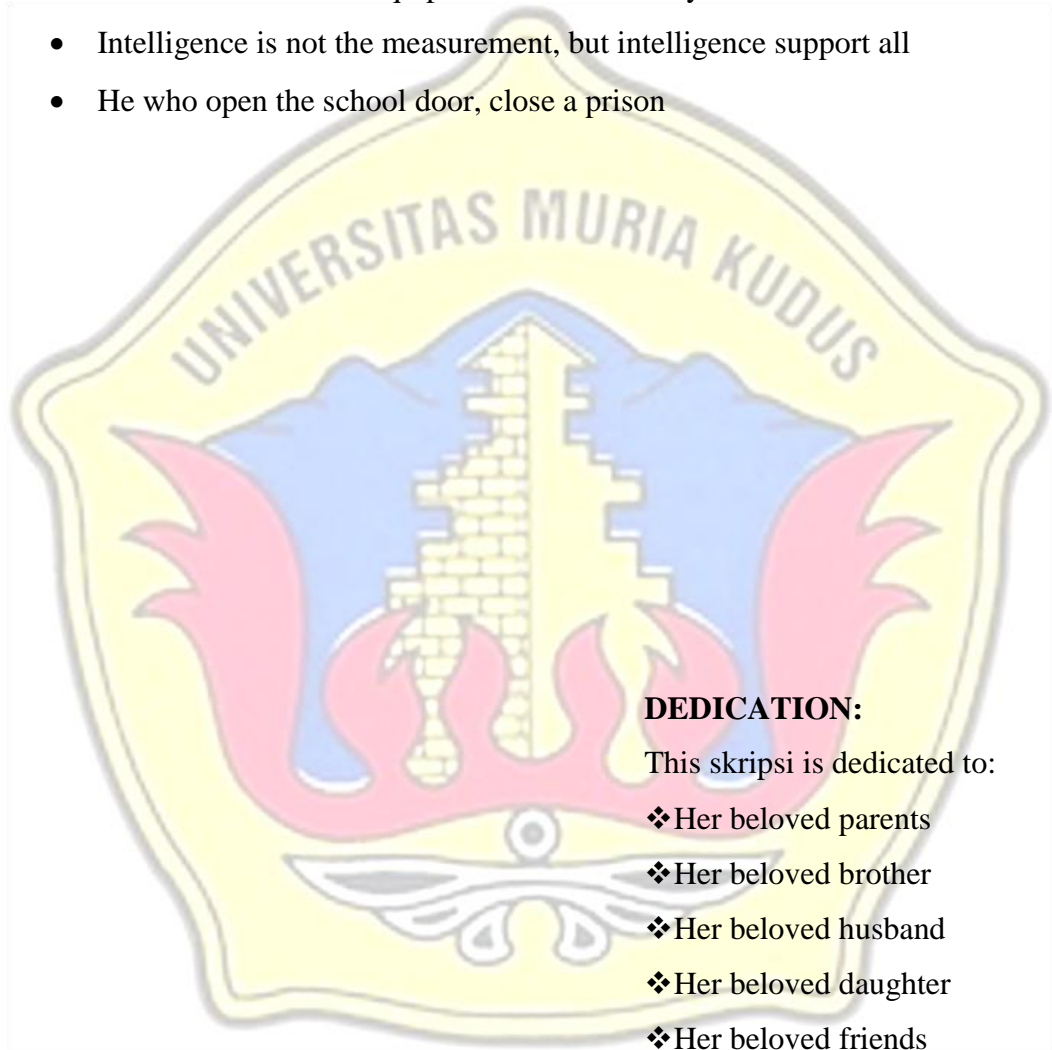
**ENGLISH EDUCATION DEPARTMENT
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MURIA KUDUS UNIVERSITY**

2018

MOTTO AND DEDICATION

MOTTO:

- Education is the best equipment for the old day
- Intelligence is not the measurement, but intelligence support all
- He who open the school door, close a prison



DEDICATION:

This skripsi is dedicated to:

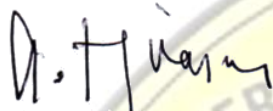
- ❖ Her beloved parents
- ❖ Her beloved brother
- ❖ Her beloved husband
- ❖ Her beloved daughter
- ❖ Her beloved friends
- ❖ Muria Kudus University

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Kartiko Diah Puspita (201332120) has been approved by the *skripsi advisors* for further approval by the Examining Committee.

Kudus, February 2018

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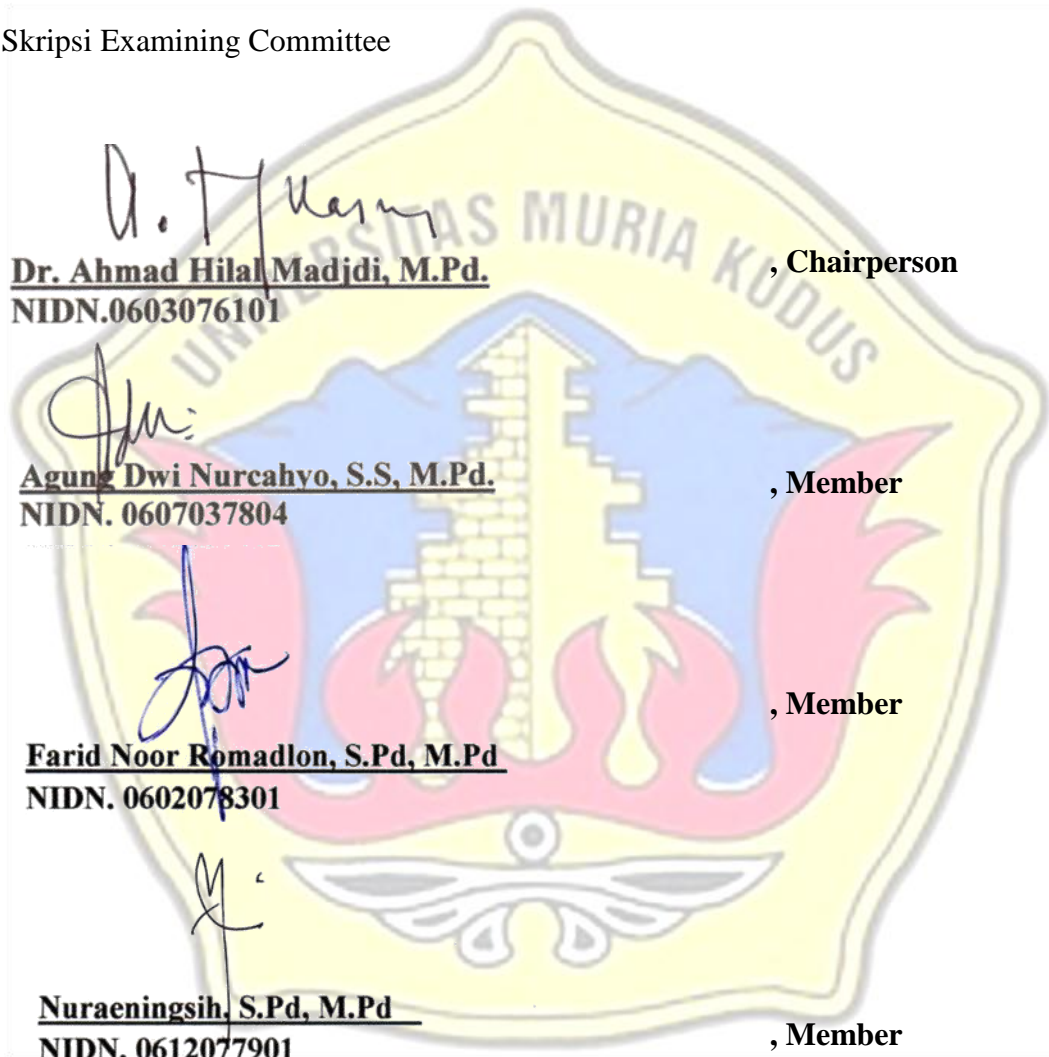
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EXAMINERS' APPROVAL

This is to certify that the *Skripsi* of Kartiko Diyah Puspita (201332120) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.

Kudus, 2nd March 2018

Skripsi Examining Committee



Acknowledged by
Dean of Teacher Training and Education Faculty

The image shows a blue ink signature and a circular official stamp of the Dean of Teacher Training and Education Faculty. The stamp contains the text "UNIVERSITAS MURIA KUDUS" and a smaller emblem in the center.

Dr. Slamet Utomo, M.Pd.
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She realizes that there are still some lacking in her research because of limitation knowledge and ability. However, she hopes that this research will be useful for the researcher herself, the students, the teachers, and the readers.

Kudus, 13th February 2018

Kartiko Diyah Puspita
201332120



ABSTRACT

Puspita, Kartiko Diyah. 2018. *The Implementation of Rewards and Punishments in Motivating Students in English Learning*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (1) Dr. Ahmad Hilal Madjdi, M.Pd. (2) Agung Dwi Nurcahyo. S.S., M.Pd.

Keywords: Punishments, Rewards, Students' Motivation, Students' Response

The implementation of rewards and punishments in the classroom is much needed to increase the students' motivation in English learning. The purpose of giving reward is to increase the motivation in English learning. Some students feel shy if their friends got a reward and he or she does not, it can increase their motivation in English learning. The purpose of giving punishment is to stop behavior that is not true, educate and encourage to stop the wrong behavior or to cultivate personal awareness.

The objective of this research are to find out (1) The kind of rewards does the teacher use in motivating the students in the fourth grade students of SDN 02 Kaliputu (2) The kind of punishments does the teacher use in motivating the students in the fourth grade students of SDN 02 Kaliputu (3) The students' responses in the implementation of reward strategies to motivating the fourth grade students of SDN 02 Kaliputu in study English (4) The students' responses in the implementation of punishment strategies to motivating the fourth grade students of SDN 02 Kaliputu in study English.

In this research, the writer applied observation research. The writer used observation. It means to observe and to identify the kind of rewards and punishments that the teacher implements in motivating students, and the students' response to the implementation of those strategies toward their motivation of the fourth grade students of SDN 02 Kaliputu Kudus in English learning.

This research showed that the kind of rewards that implemented by the teacher in English learning were *praise, respect, gift, and award mark*, whereas for punishments are *physical punishment, the punishment with the words which were not pleasant, physical punishment with unpleasant stimulus, and punishment in the kind of activities that not pleasant*. When rewards are applied appropriately, it can enhance students' motivation. Therefore, the students felt happy and the teacher was kindly, so many students absolutely happy or fun in learning English. As a result, their score was good. When punishments applied, it made the students better and they will not repeat the same mistakes anymore and also they feel consequences of their actions, so that they will respect their self. The students respond the implementation of rewards and punishments positively when it is delivered properly. The result of students' response in implementation of rewards and punishments that used by the English teacher in the classroom, the students gave variety of responses. The writer found two categories of the students' response, such as relevant response and no response. These responses used by the students when the teacher gave instructions. In showing irrelevant response, the

writer captured that the students' response did not have any relationship with the teacher's instruction.

At the end of this research, the writer suggests that using rewards and punishments can be an alternative way that enhances the students' motivation. The last for further researcher, this research can be a reflection in doing a better research.



ABSTRAK

Puspita, Kartiko Diah. 2018. *Penerapan penghargaan dan hukuman dalam memotivasi siswa dalam pembelajaran bahasa Inggris*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Dr. Ahmad Hilal Madjdi, M.Pd. (2) Agung Dwi Nurcahyo, S.S., M.Pd.

Kata Kunci: Hukuman, Penghargaan, Motivasi siswa, Respon Siswa

Penerapan penghargaan dan hukuman di kelas sangat dibutuhkan untuk meningkatkan motivasi siswa dalam pembelajaran bahasa Inggris. Tujuan pemberian penghargaan adalah untuk meningkatkan motivasi dalam pembelajaran bahasa Inggris. Beberapa siswa merasa malu jika teman mereka mendapatkan penghargaan sementara ia tidak, hal tersebut dapat meningkatkan motivasi dalam pembelajaran bahasa Inggris. Tujuan pemberian hukuman adalah untuk menghentikan perilaku yang tidak benar, mendidik dan mendorong untuk menghentikan perilaku yang salah atau untuk menumbuhkan rasa kesadaran diri.

Tujuan dari penelitian ini adalah untuk mengetahui (1) Jenis penghargaan yang digunakan oleh guru dalam memotivasi siswa kelas 4 SDN 02 Kaliputu (2) Jenis hukuman yang digunakan oleh guru dalam memotivasi siswa kelas 4 SDN 02 Kaliputu (3) Tanggapan siswa dalam penerapan strategi penghargaan untuk memotivasi siswa kelas 4 SDN 02 Kaliputu dalam pembelajaran bahasa Inggris (4) Tanggapan siswa dalam penerapan strategi hukuman untuk memotivasi siswa kelas 4 SDN 02 Kaliputu dalam pembelajaran bahasa Inggris.

Dalam penelitian ini, penulis menggunakan penelitian kualitatif. Penulis menggunakan observasi. Hal tersebut bermaksud untuk mengamati dan mengidentifikasi jenis penghargaan dan hukuman yang diterapkan oleh guru dalam memotivasi siswa, dan tanggapan siswa terhadap penerapan strategi tersebut terhadap motivasi mereka pada siswa kelas 4 SDN 02 Kaliputu Kudus dalam pembelajaran bahasa Inggris.

Penelitian ini menunjukkan bahwa jenis penghargaan yang diimplementasikan oleh guru dalam pembelajaran bahasa Inggris berupa pujian, penghormatan, hadiah, dan symbol penghargaan, sedangkan untuk hukuman berupa hukuman fisik, hukuman dengan kata-kata yang tidak menyenangkan, hukuman fisik dengan stimulus yang tidak menyenangkan, dan hukuman dalam jenis kegiatan atau aktifitas yang tidak menyenangkan. Ketika penghargaan diterapkan dengan tepat, hal tersebut dapat meningkatkan motivasi siswa. Oleh karena itu, para siswa merasa bahagia dan gurunya baik hati, sehingga banyak siswa yang benar-benar senang dalam belajar bahasa Inggris. Berdasarkan hasilnya, nilai mereka bagus. Ketika hukuman diterapkan, hal tersebut membuat siswa menjadi lebih baik dan mereka tidak akan mengulangi kesalahan yang sama lagi dan juga mereka merasakan konsekuensi dari tindakan mereka, sehingga mereka akan menghormati diri mereka sendiri. Para siswa menanggapi penerapan penghargaan dan hukuman secara positif saat disampaikan dengan benar. Hasil tanggapan siswa dalam penerapan penghargaan dan hukuman yang digunakan

oleh guru bahasa Inggris di kelas, siswa memberikan berbagai tanggapan. Penulis menemukan dua kategori respon siswa, seperti respon yang relevan dan tidak ada respon. Tanggapan tersebut digunakan oleh siswa saat guru memberikan instruksi. Dalam menunjukkan tanggapan yang tidak relevan, penulis menemukan bahwa tanggapan siswa tidak memiliki hubungan dengan instruksi yang diberikan oleh guru.

Pada akhir dari penelitian ini, penulis menyarankan agar penggunaan penghargaan dan hukuman dapat menjadi alternatif yang dapat meningkatkan motivasi belajar siswa. Terakhir untuk peneliti selanjutnya, semoga penelitian ini dapat menjadi refleksi untuk melakukan penelitian yang lebih baik.



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